DOCUMENT RESUME

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ABSTRACT

The teacher program described here focuses on why social studies should be part of the secondary school curriculum and attempts to delineate effective methods for teaching social studies. Specific topics in this program are thinking and social studies, multiple viewpoints as evidence, historiography as a teaching devise, developing an analytical model, and simulation in world history, prehistory, and case studies. Information is provided here on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL

Publication Date(s): 1973

Intended Users: Preservice and inservice secondary school social studies teachers; professors of education who teach methods of social studies to prospective teachers

Grade Level(s): 9 - 12; adaptable for 7 - 12

Number: Class-sized groups

Primary Focus: The reasons why social studies should be taught...including use of primary evidence, prehistory, as well as the teaching devices of the case method and historiography.

School subject(s) and/or in-service topic(s) covered:

Secondary social studies is the school subject covered. Sub topics include: thinking and social studies, multiple viewpoints as evidence, historigraphy as a teaching device, developing an analytical model, simulation in world history, prehistory and the case method, law focused case studies and mock trials and writing and rewriting.

What participant does in using the materials:

The participant:
- Reads 283 pages from the text,
- Discusses with peers, and
- Tries out material in classroom.

Resources: Materials and personnel required include:
- One 283 page text book,
- Regular classroom and ordinary classroom equipment, and
- An instructor.

Time needed will vary from a few hours to a year's course, depending on the number of chapters selected for use and the intensity of study applied to each.

Describer critique:

The product achieves its goal of providing a methods handbook in social studies; organization, practical activities, and depth of subjects treated enhance its quality. Some material may be found controversial, because the subject of social studies necessarily involves a concern/approach to values and societal problems.

SP 013 844

1.0 PURPOSES:

The developer makes the following statement about the program's purpose: "To provide a teaching method book which describes and demonstrates teaching strategies, techniques and procedures that are compatable with the conceptualization of education as an art and science..." It is intended as a "handbook of tested ideas useful to teachers."

The rationale behind the development of the product is that practical methods, based on concrete ideas, which have been tested, are necessary to carry out theories. The authors wish to state their beliefs about "variety, depth, and eclecticism in the uses of theory, practices, and materials in secondary social studies."

The teachers' skills in teaching social studies should be developed as the text leads to a deeper understanding of what social studies is. While little new information per se is presented, the new perspectives given should clarify values.

2.0 CONTENT — Scope and Sequencing of Topics:

Printed material: 283-page text

Contents:

Preface		1 page
Editor's Introduction		2 pages
Chapter 1:	Why Teach Social Studies?	8 pages
Chapter 2:	Secondary Social Studies	12 pages
Chapter 3:	Thinking and Social Studies	14 pages
Chapter 4:	Using Primary Evidence	40 pages
Chapter 5:	Multiple Viewpoints as Evidence	10 pages
Chapter 6:	Historiography as a Teaching Device	27 pages
Chapter 7:	Developing an Analytic Model: Violence	18 pages
Chapter 8:	Participatory Democracy and Non-violent Change	22 pages
Chapter 9:	Biography	21 pages
Chapter 10:	Simulation in World History	27 pages
Chapter 11:	Prehistory and the Case Method	25 pages
Chpater 12:	Law-Focused Case Studies and Mock Trials	47 pages
Chapter 13:	Writing and Rewriting	11 pages
Index		

Material is intended to be used sequentially but may be adapted so that chapters are used individually. Authors want the first three chapters to be read in sequence. The time needed to complete the activities varies, depending on whether participants choose to use individual chapters or the entire book. Used totally and in-depth, this could serve as a semester's course.

Authors assume that users will have the following prerequisites:

1) User will have knowledge of edcuational psychology, educational philosophy;
2) User will not yet be committed to a single theory about teaching; and
3) User will be interested in a variety of classroom activities and materials.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

1. User reads first three chapters.
2. User then discusses these readings.
3. User or whole group chooses other, specific chapters and tries out ideas.
4. User may do work individually; s/he may also interact with other teachers and administrators.
5. User may read from "additional reference" list provided.
6. User may execute those suggested activities.

3.2 Help given in use of product:

At the end of each chapter, notes, exercises, suggested readings, films and Evidence Kits are provided. In appropriate chapters, sample Student Handouts are provided. Law case studies are provided, as are law case studies.

An instructor is needed.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Throughout the chapters, techniques for evaluating progress are built into the product. Users are required to analyze the activities and conclusions they have drawn from these activities.

Authors state: "We have drawn up a series of tests to be administered to control groups and experimental groups." Tests include:

a) standardized government achievement tests
b) Social Issues Analysis Tests 1 and 2
c) open-ended paper and pencil examination and interview
d) essay exam on social affairs (for Chapter 8)

An instructor administers tests.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

Time needed will vary from a few hours to a year's course, depending on the number of chapters selected for use and the intensity of study applied to each.
A classroom and ordinary classroom equipment are needed.
User must provide instructor, administrative/organizational arrangements, other teachers, students and logistical support.

5.2 Distributor name/address:

The Free Press, New York (A division of MacMillan)
Collier MacMillan Publishers, London

MacMillan School Division
866 Third Avenue
N.Y., N.Y. 10022
(212) 935-7932

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL				
One textbook	$5.95	No	1/participant	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Developers are:
- John R. Lee, professor of education, Northwestern University -- formerly director of Social Studies Curriculum Center, Northwestern University ;
- Stephen E. Ellenwood, Boston University, teacher and author on colonial America and the United States in Asia ; and
- Timothy H. Little, Michigan State University, formerly assistant to director of Law in American Society Foundation in Chicago.

6.2 How developed and when:

This material was developed in 1971-1972, in secondary school classrooms, both with inner city and suburban students. Three geographic areas were used: the northeast, mid-west and far-west.

6.3 Evidence of effectiveness with users:

No formal evidence is given except the developer's statement in the preface: "We have used these activities and materials ourselves in secondary classrooms, with inner city and suburban students, and we have confidence in the outcomes they help produce."

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product was written to answer the teacher's need for theories related to tested ideas. The concreteness of the material makes it a practical tool for meeting that need.

The book is adaptable to college and junior high levels. The language is generally clear; technical quality is acceptable.

Content accuracy/social fairness/community acceptance issues:

The content appears accurate. Some users may disagree with various value judgments made in such areas as participatory democracy and non-violent change -- areas by nature controversial. But no racial or sexual bias is evident.

Overall summary/comment:

The chief value of this product lies in its concreteness; the theories set forth are clearly grounded in useful activities. Good direction is given the user, and problems are anticipated and often solved. Good organization enhances the product, for the user can quickly find references and exercises at the end of each chapter. This is a valuable training program.